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ABSTRACT

The difference in the grade point average (GPA) of entering transfer students and their GPA earned after one semester at Suffolk University's College of Business Administration (CBA) were investigated. Ninety-one transfer students entering the CBA in September 1976 were studied. Results indicate that there was a significant difference between the means of the GPAs of the entering transfer students and the means of the GPAs earned at the end of the first semester at the CBA. Additionally, descriptive statistics show that transfer students from other four-year institutions at the end of the first semester show percentage increase (73 percent) in their GPAs, while transfer students from junior and community colleges show percentage decrease (73.4 percent and 74.3 percent, respectively). Additional analyses reveal that in subsequent semesters after the initial transfer shock is over, junior and community college students' GPAs do increase. Implications of the findings and recommendations for helping transfer students make the transition to the university are considered. (SW)

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THE DIFFERENCE BETWEEN TRANSFER STUDENTS' ENTERING G.P.A. AND THEIR G.P.A. AFTER ONE SEMESTER IN THE COLLEGE OF BUSINESS ADMINISTRATION AT SUFFOLK UNIVERSITY

APPLIED EDUCATIONAL RESEARCH AND EVALUATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BRISTOL CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

Suffolk University is a private, urban, four-year institution located on historic Beacon Hill in the heart of Boston. Over one-half of the student population is derived from transfers from other accredited institutions. The primary requirement for admission to Suffolk is the grade point average, (G.P.A.) from the sending institution with little, if any, emphasis being placed on any other type of entrance credentials.

The purpose of this study was to compare the differences in the G.P.A. of entering transfer students and their G.P.A. earned after one semester at Suffolk's College of Business Administration, (C.B.A.). The ninety-one transfers entering the C.B.A. in September 1976 were used as a sample.

The procedure used to collect data was to isolate the transfer students in the C.B.A., obtain their entering G.P.A., and compare it to their G.P.A. earned after one semester through appropriate t-test analysis.

The results of this study indicated that there was a significant difference (.05 level and in three-out-of-four cases at the .01 level) between the means of the G.P.A.'s of the entering transfers and the means of the G.P.A.'s earned at the end of the first semester at Suffolk's C.B.A. In addition, descriptive statistics showed that transfers from other four-year institutions at the end of the first semester showed percentage increase (73%), while transfers from junior and community colleges showed percentage decrease (73.4% and 74.3% respectively). Although it was not intended to become part of this study, the psychological factor called "transfer shock" was considered. This occurrence appears to be valid

with the sample used at Suffolk where a cursory look at the second semester revealed that the transfers from four-year colleges had a much larger percentage decrease (55.5%) in their G.P.A.'s and junior and community colleges conversely showed a much larger percentage increase during this time period (46.4% and 63.9% respectively).

It is strongly recommended that Suffolk University involve itself in the eradication of the transfer shock syndrome. G.P.A.'s will undoubtedly continue to be a major selection criteria for transfer students and Suffolk should take considerable interest in making the transition as painless as possible. The fear of entering the four-year institution should be allayed with a warm, cordial welcome and encouragement through adequate transfer counseling. Suffolk should strive for a close working relationship among administration, faculty, and upper class students with the incoming transfers.

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I THE TITLE

The difference between Transfer Students' Entering G.P.A.'s and their G.P.A.'s after one semester in the College of Business Administration at Suffolk University.

II STATEMENT OF THE PROBLEM

The purpose of this study was to attempt to determine the academic quality of transfer students entering the College of Business Administration at Suffolk University. It was the intent of this study to determine if there were significant differences between the means of G.P.A.'s of different samples of students entering Suffolk and the G.P.A. after completing one semester at Suffolk University.

III HYPOTHESIS

The research hypothesis of this study was that the mean G.P.A.'s of all transfer students who have attended advance level courses at Suffolk University's College of Business (undergraduate school) for one semester will be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk. Secondary research hypothesis are that: (1) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from other four-year institutions will be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk; (2) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from junior colleges will be significantly different

(.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk; (3) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from community colleges will be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk. The null hypothesis in each of these cases was that there was no significant differences between sample means in the four cases described.

IV BACKGROUND AND REVIEW OF THE LITERATURE

Suffolk University is a private, urban, four-year institution located in the heart of Boston with some master's degree programs. Although Suffolk may be better known as a Law School, it is also a College of Liberal Arts and a College of Business Administration (C.B.A.). It is the C.B.A. and the transfers into this program that this study encompasses.

Generally, slightly over one-half of the entering students are transfers from other accredited educational institutions. In order for Suffolk to compete with other private and public institutions it must admit, indeed encourage, transfer students.

Currently, the primary entrance requirement is a "C" (2.0) or better (on a 4.0 scale). Grades of "D" (1.0) in the general courses will be accepted without credit which means that the student must replace this course with another. For example, if a student receives a "D" in history, the student need not take history again, but would have to pick up three credits by taking some other course.

Suffolk does not require that transfer students submit scores from the Scholastic Aptitude Test, instead, the entrance decision is based primarily on the G.P.A., which was earned at the sending institution.

This fact presents somewhat of a problem to Suffolk since it is a private institution. Suffolk must take transfers. Suffolk must give credit for all courses taken providing it fits into the program. Suffolk has no control over courses and course content at the sending institution and Suffolk primarily uses only the G.P.A. as a determining factor. If the G.P.A. is indeed a good selector of those who will succeed at Suffolk, then it can continue to serve its purpose. If the G.P.A. is not a good selector, then Suffolk may have to alter entrance requirements, offer transfers better counseling or make other appropriate changes. Several professors in the C.B.A. have strongly suggested that some transfer students are not adequately prepared to succeed in advanced courses at Suffolk. This study should prove or disprove their suggestions.

One study, (Appendix A) conducted by a marketing professor using the same data was interpreted to show that "transfer students in Business did well at Suffolk University." However, the Assistant Dean was not convinced by this study.

Blee (1975) pointed out the Florida has nine state universities, four of which start in the junior year and they (Florida) have "...worked it out with no significant loss of credit." Another contributor in this article goes on to state that "Transfers from two-year colleges to a senior campus (in New York State) is guaranteed to all students completing the associate in arts or associate in science programs." Dr. Duggins (Whitehouse 1976) states that "It is becoming more imperative that there be close articulation between Senior Universities and Colleges and Community Colleges since more than one-half of the students in the first two years of college are in Community Colleges." Other state institutions either have or are arranging to promote a smooth changeover from two year colleges to four year colleges without loss of credits. Shontz (1975)

and Leister (1976) expressed a similar desire to "...meet the academic and vocational needs of all students in the state (Oregon); and elimination of the duplication of effort within the system." Long even goes so far as to standardize admission requirements, fees and the numbering system for all courses. A survey of what other state institutions are doing is beyond the scope of this study. It can be assured that states will continue to make transfer easier and G.P.A. will certainly be considered. This is not the case for Suffolk University, however, Suffolk has no authority over state institutions.

It appears from the preceding discussion that four-year institutions recognize transfer students as valuable student sources and that the four-year institutions, especially state, are doing everything possible to encourage this market. Should transfers not do as well as native senior-college students, then the reason should be determined. Lunneborg (1976) states that "Community College students who transfer to universities have been consistently reported to perform less well than students who start their higher education at a university or other four-year institution." Hodgson (1974) "found that community college transfers earned lower grades in upper division course work, dropped out earlier, and graduated at a lower rate than 'natives'." As a result of a computer search of ERIC documents fifty-three summaries were extracted from the data bank, only two showed that transfer students at least had no significant change in G.P.A. as shown in Table I while almost forty percent indicated a decline. Wiggins (1974) compared the final G.P.A. for graduates in the years 1969, 1970, and 1974 from Bristol Community College with their final G.P.A. achieved at Southeastern Massachusetts University. His findings showed that students who graduated from Bristol Community College in 1970 and 1971 continued at a level similar to the

TABLE I

COMPUTER SEARCH OF ERIC DOCUMENTS
INDICATING G.P.A.'s OF TRANSFER STUDENTS

Articles not mentioning G.P.A.		26
Articles mentioning declining G.P.A. after transfer	13	
Articles mentioning declining G.P.A. after transfer and then improvement in subsequent semesters	8	21
Article mentioning reverse shock with no apparent effect on G.P.A.		4
Articles stressing about the same G.P.A. after transfer		2
		53

one achieved at Bristol. The 1969 graduates achieved a slightly lower level at Southeastern Massachusetts University. This study looks at the long range, final G.P.A. as their major entrance requirement. The question remains if reputedly community college students do less well at four-year institutions, how effective is the G.P.A. standard for Suffolk?

Although attitude was not intended to be a significant aspect of this study it may well be part of the answer if G.P.A.'s are significantly different. Zultowski (1976) quoting from Birnbaum (1972) "...has shown that high-school juniors possess very different attitudes toward two and four-year institutions are seen as being generally better...". Lunneborg (1976) stated that "The most striking differences between community college and other graduates were in their future plans." Community college students apparently have greater economic needs and plan for work as opposed to planning for more education. Williams (1973) makes no direct reference to G.P.A. and stresses attitude:

> For most participants, however, the community college had not adequately prepared them to fend for themselves. The community college's environment continued, in most cases, to be a relatively protective , safe, predictable environment of the high-school setting. Counselors were available, involvement in activities was easy, feelings of belonging and security were common.

Williams does defend the academic quality of the community college program however. "The community college had prepared him relatively well for the academic rigors and the red tape, indicated one student. It had not, however, prepared him for the unstructured environment of the university setting."

In summary, four-year institutions are definitely taking steps to attract transfer students and to develop uniform courses and course contents especially at the state institutions. This study looks at the G.P.A.'s of transfer students as they affect Suffolk University. This study, unfortunately, shows a significant difference, Suffolk has a problem and the strong suggestions of academic incongruities by the professors are not unfounded. Since this study does show a significant difference, then Suffolk will have to reevaluate its transfer admissions requirements or take additional steps to aid the transfer students. It appear at this time that the easiest adjustment that can be made by Suffolk is towards a more unstructured environment, more comparable to the junior and community colleges. They could offer, for instance, more counseling and a friendlier atmosphere, which would not affect the academic standing of the university at all. Suffolk could help the transfers make a smoother transition, which, although not an easy task, would be better than trying to dictate course and course content to some seventy-three (September 1976) sending institutions.

V DEFINITION OF TERMS

TRANSFER STUDENT: Any student receiving advanced standing upon

entering Suffolk from another accredited institution. Conceivably this could range from three credits to ninety-two credits. (Suffolk requires that the last thirty semester hours be taken at Suffolk). The majority of transfer students have earned between fifty and sixty credit hours at the sending institution, or institutions (some transfer students have attended more than one other institution).

SEMESTER G.P.A.: At the conclusion of the fall semester 1976 Suffolk has a computer print-out showing all the G.P.A.'s by class. Students normally take fifteen credit hours but it could range from three to eighteen.

ENTERING G.P.A.: The entering G.P.A. is the average of the grades earned at the sending institution which is gleaned from each students' "Life" card.

C.B.A. TRANSFER STUDENTS: The computer print-out not only shows G.P.A. but a number code for each major. The admission department's list of transfers were matched with the major code to determine the C.B.A. transfers.

INDEPENDENT VARIABLE: The student's entering G.P.A.

DEPENDENT VARIABLE: The student's G.P.A. after one semester at Suffolk University.

VI BASIC LIMITATIONS OF THE STUDY

The basic limitation of this study was that it applied only to transfer students entering the C.B.A. at Suffolk University in the fall of 1976. Little inference can be made about the total population of all transfer students entering all four-year institutions, nor can assumptions be made that each and every group of transfers are exactly the same in all areas as the group studied.

Only one predictive instrument has been used, the G.P.A. Other factors, such as age (although most are assumed to be in their low to middle twenties), sex (probably a larger percentage of males), national origin and color (Suffolk has no barriers so it can be assumed that a statistical sample has been chosen), and sending institutions (this may vary over time, yet it can be assumed that the transfers are typical of Suffolk's market) were not considered. Other factors such as motivation, income level and geography were not considered.

Since the secondary hypothesis proves that there is a difference between sending institutions (1. other four-year institutions, 2. junior colleges and 3. community colleges), then the evidence from this study again should only judiciously be applied to all transfers to all four-year institutions and then only in general terms since the students of any particular sending institution have not been identified.

The sample itself could be improved on since the small number of dropouts and students not declaring a major were not included in this study.

VII ASSUMPTIONS

It was assumed that the September 1976 sample of transfer students used in this study is representative of the population of students Suffolk has had in the past and can expect in the foreseeable future. This implies that this sample and study has included a representative proportion of Suffolk's student population in terms of males and females, sending institutions, intellectual quality, geographical areas, course loads and income levels of students.

Since two sets of test scores taken six months apart on the same samples was used and since neither the population mean nor the population

standard deviation of the samples were known, it was assumed that a two-tailed t-test was appropriate. it was also assumed that the sample scores were symmetrically distributed about their means even though these distributions may more closely resemble the t-distribution (i.e. will be more spread out) than in the case of the normal curve.

VIII PROCEDURES FOR COLLECTING DATA

Data for this study was collected in the following manner:

1. A list of "Sending Schools--Transfer Students, September 1976" was obtained from the admissions office. This list included all Liberal Arts and Business students listed under the sending institution (see Appendix B).
2. A computer print-out was obtained with the G.P.A.'s for the fall semester. Names, G.P.A. and declared majors were matched with the transfer list. It was not difficult to determine transfer students since the computer records, total credits earned in one column and credits earned at Suffolk in another column, any difference between the two amounts indicated a transfer student.
3. Entering G.P.A. was obtained from the registrar's office for those transfer students that were determined to be business students from the computer print-out.
4. A computer programmed with a t-test analysis was used to test the no difference hypothesis and all ninety-one-entering G.P.A. and all ninety-one G.P.A.'s after one semester were inserted with appropriate calculations made by the computer to determine any differences in the means of the G.P.A.

IX PROCEDURES FOR TREATMENT OF DATA

The null hypothesis to be tested was that there was no difference

between the means of the G.P.A.'s earned at the end of one semester by transfer students and their entering G.P.A.'s at Suffolk University. The t-test was used to determine if there was a significant difference between the means at the .05 level of significance.

The secondary null hypothesis to be tested was that: (1) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from other four-year institutions will not be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk; (2) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from junior colleges will not be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk; (3) the mean of the G.P.A.'s earned at the end of one semester in Suffolk's College of Business by all students who entered Suffolk from community colleges will not be significantly different (.05 level) from the mean of the G.P.A.'s of such students at the point of their entry to Suffolk.

In addition, descriptive statistics will be given for all four samples showing a break-out of percentages of these G.P.A. scores after one semester at Suffolk that have increased, decreased, or remained the same in comparison with their entering G.P.A.'s.

X RESULTS

The null hypothesis investigated was that there was no significant difference (.05 level) between the sample means of the ninety-one transfer students entering G.P.A. and their G.P.A. after one semester at Suffolk University's College of Business (undergraduate school).

Transfer students as a group were found to do less well. All

ninety-one students' G.P.A. were compared and the calculated t-value showed that there was a significant difference, not only at the .05 level, but also at the more impressive .01 level as shown in Table II.

TABLE II

G.P.A. AFTER ONE SEMESTER AT SUFFOLK UNIVERSITY
COMPARED TO ENTERING G.P.A.
FOR ALL NINETY-ONE TRANSFERS

	Mean	Median	Mode	Range	Calculated t-value	.05 level of significance	.01 level of significance
Entering	2.5	2.9	3.0	1.5-4.0=2.5	-2.96562	1.9600	2.5760
After one Semester	2.6	2.6	2.8	1.0-4.0=3.0			

The results of this investigation were very similar to what the literature has shown and it should prove to be a valuable contribution to Suffolk University and their admissions policy for transfer students.

Table II also provides the discerning student with additional statistical information with which to make a more realistic judgment. One might notice the closeness of the numbers of central tendency, perhaps the reason for this may be due to the rounding off. However, the means and medians are identical for the entering G.P.A. and also for the G.P.A. earned after one semester. The mode may give a more significant picture of declining G.P.A. and the mean and median can serve to substantiate the fact that G.P.A.'s did in fact drop.

By comparing the increase, decrease and the G.P.A.'s that remained the same, Figure I shows that slightly more than sixty percent of the transfer students had a drop in their G.P.A. after one semester at Suffolk University.

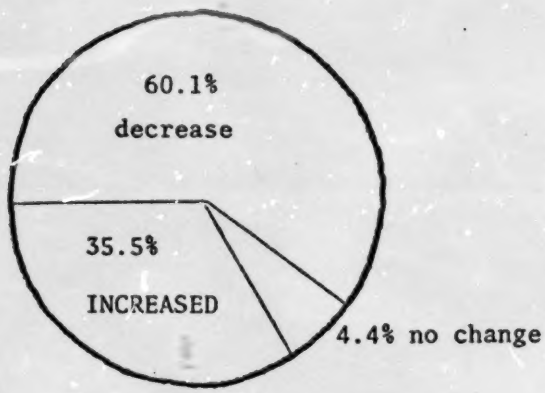


FIGURE I

Ninety-one Transfer Students whose G.P.A.'s Increased, Decreased and Remained the same after one semester at Suffolk University.

The null hypothesis that there was no difference must be rejected.

The secondary hypothesis using similar data investigates the G.P.A. changes for (1) transfers from other four-year institutions, (2) transfers from community colleges, and (3) transfers from junior colleges.

The first secondary null hypothesis that was investigated showed that there was a significant difference (.05 level) between the sample means of twenty-two transfer students' entering G.P.A.'s from other four-year institutions with their G.P.A. after one semester at Suffolk University's CBA.

Table III shows that transfer students from other four-year institutions did significantly better at the .05 level but not at the .01 level.

Here again the discerning student can notice the same pattern of consistency in the measures of central tendency. Even though there is a bimodal distribution of G.P.A. after one semester at Suffolk University, it is quite similar to the accompanying mean and median. The mode (2.8)

TABLE III

G.P.A. after one Semester at Suffolk University Compared to Entering G.P.A. earned at other four-year Institutions for twenty-two Transfer Students

	Mean	Meidan	Mode	Range	Calculated t-value	.05 level of significance	.01 level of significance
Entering	2.5	2.5	2.8	1.5-3.2=1.7	2.6920	2.0210	not significant
After one Semester	2.9	2.9	3.1/2.8	1.0-4.0=3.0			

of the entering G.P.A. shows the greatest difference from the mean and median (both 2.5) of any of the groups studied and this represents only three-tenths of a point.

Figure II indicates the same information showing that seventy-three percent actually increased their grades, which is the direct opposite for all the other groups studied.

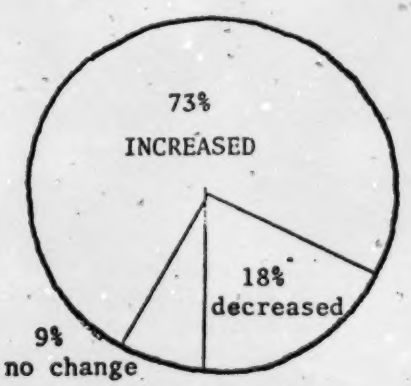


FIGURE II

Twenty-two Transfer Students from other four-year institutions whose G.P.A. Increased, Decreased and Remained the Same After one Semester at Suffolk University

The null hypothesis that there was no significant differences

must be rejected because transfer students from other four-year institutions averaged significantly better at Suffolk University.

The second and third secondary hypotheses will be combined because of the extreme similarity in the source of students and the results of this investigation. The null hypotheses investigated was that there was no significant differnce (.05 level) between the sample means of thirty junior college transfers' and thirty-nine community college transfers' entering G.P.A. and their G.P.A. after one semester at Suffolk University's C.B.A.

Table IV shows that transfer students from junior colleges did significantly less well at both the .05 level and the .01 level of significance.

TABLE IV

G.P.A. after one Semester at Suffolk University compared to Entering G.P.A. earned at Junior Colleges for thirty Transfer Students

	Mean	Median	Mode	Range	Calculated t-value	.05 level of significance	.01 level of significance
Entering	2.9	2.9	3.0	2.0-3.8=1.8	-3.45923	2.00000	2.66000
After one Semester	2.4	2.3	2.1	1.2-4.0=2.8			

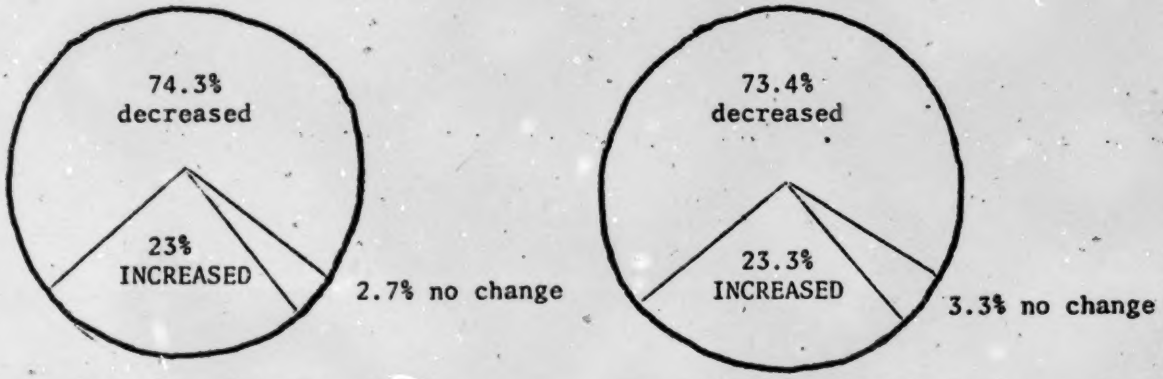
Table V shows a similar result for community college transfers.

TABLE V

G.P.A. after one Semester at Suffolk University compared to Entering G.P.A. earned at Community Colleges for thirty-nine Transfer Students

	Mean	Median	Mode	Range	Calculated t-value	.05 level of significance	.01 level of significance
Entering	3.0	3.1	3.0	1.9-4.0=2.1	-3.42667	2.00000	2.66000
After one Semester	2.6	2.6	2.5	1,1-4.0=2.9			

Both results are extremely similar although it might be concluded that the community college transfer students had slightly better G.P.A. scores as indicated by the measures of central tendency in both their entering G.P.A. as well as G.P.A. after one semester. Figure III showing the percentage breakout indicates a different picture; more community college transfers showed a slightly higher decrease in their G.P.A. than did the junior college transfers.



A. Transfers from Community Colleges

B. Transfers from Junior Colleges

FIGURE III

Transfers from Community and Junior Colleges whose G.P.A.'s Increased, Decreased, and Remained the Same after one Semester at Suffolk University.

The null hypothesis that there was no significant difference must again be rejected in both cases.

XI DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Suffolk appears to be operating upon an unsound assumption when using the G.P.A. as a transfer admissions requirement when such a requirement does not serve as a good selector of those who will initially succeed at Suffolk. This is particularly true at this time since Suffolk does rely on transfers as the major source of new students.

Research does point out some other reasons for the junior and community college students' G.P.A. decline upon transfer to a four-year institution. Research shows that G.P.A.'s do increase in subsequent semesters after the initial transfer shock is over, this is also confirmed for Suffolk in descriptive statistics in Table VI.

TABLE VI

ANALYSIS OF TRANSFER STUDENTS G.P.A. CHANGE FROM FIRST TO SECOND SEMESTER

	Four-year College		Junior College		Community College		Total (82)	
	#	%	#	%	#	%	#	%
Increased	7	39	13	46.4	23	63.9	43	52.4
Decreased	10	55.5	14	50	12	33.3	36	43.9
No change	1	515	1	3.6	1	2.8	3	3.7
Total	18	100	28	100	36	100	82	100

Additional tests may prove that Suffolk G.P.A. does increase for junior and community colleges after the transfer shock of the first semester has been passed. It is interesting to note when comparing Figure II and

Figure III with Table VI that differences are reversed. Figure II shows that 73% of transfers from other four-year institutions increased their G.P.A. in the first semester at Suffolk as opposed to a decrease for junior colleges (73.4%) and community colleges (74.3%) in Figure III. Table VI is reversed for community colleges since their increase during the second semester went up to 63.9% and transfers from four-year institutions went down 55.5% instead of up as in the previous semester.

The loss of nine students in the second semester was investigated in a cursory manner and it was discovered that one student took only one pass/fail course for which no grade was given. Another student withdrew during the semester and two failed. The remaining five students did not register for the second semester at all. In total, three transfers from other four-year institutions, two from junior colleges and three from community colleges could not be included in the second semester.

Suffolk University should make every effort to insure the psychologically smooth transition for transfer students. Some factors that might be given consideration other than changing the entrance requirements might include providing a more unstructured setting similar to the setting purportedly found in most community colleges. Perhaps Suffolk could redesign a few of the typical courses to more closely resemble the community college atmosphere such as, more frequent evaluation of the transfer student's progression. Remedial and help sessions would also benefit the somewhat bewildered transfer student. One of the most beneficial acts that Suffolk University could implement is to develop a campaign of imagery where administration, faculty, and especially the transfer counselor recognize that transfer shock does in fact exist. In short, the Suffolk University community should provide directories and cordial atmosphere to make the new transfer feel welcome.

If possible, effort should be made at all levels from high school through two and four-year institutions to eradicate the stigma of the two year institutions. This could reduce and possible eliminate the apparent psychological effects of "transfer shock".

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APPENDIX A

S U F F O I K U N I V E R S I T Y

MEMORANDUM

TO: Full-Time CBA/GSA Faculty

FROM: Dean Richard L. McDowell

SUBJECT: Report by Profes[illegible]o on Performance of Transfer Students

DATE: March 16, 1977

The attached information shows that transfer students in Business did well at Suffolk University.

This report is to respond to the issues raised at the Mission Meeting regarding the weaknesses of transfer students in the Business School programs.

RLM:gmb
attachment
cc: Ms. Nancy Fine
CBA Adminstrative Staff

APPENDIX A continued

COLLEGE OF BUSINESS ADMINISTRATION
FALL PERFORMANCE BY SCHOOL

TRANSFER STUDENTS:

SCHOOL NAME	GRADE POINT AVERAGES
Aquinas Jr. College	3.1
Bentley College	2.4
Boston College	2.1
Boston State College	3.1
	2.0
	2.8
	2.75
Boston University	2.48
Bridgewater State College	2.7
Bunker Hill Community College	3.21
	3.40
	3.07
	2.24
	3.4
	2.56
	3.61
	3.75
	3.81
	2.82
	3.44
	3.0
	3.15
	3.66
	3.0
Burdett College	3.71
Dean Jr. College	3.29
Duquesne University	2.26
Emerson College	2.36
	2.80
Fisher Jr. College	3.23
Grahm Jr. College	3.6
	3.80
Mass. Bay Community College	3.0
	2.98
	3.18
	2.28
	2.59
	2.89
	2.05
	2.69
	1.92
	3.0
	3.15

APPENDIX A continued

SCHOOL NAME	GRADE POINT AVERAGES
Massasoit Community College.	2.4
	3.45
	3.9
	3.05
Middlesex Community College.	3.69
Newbury Junior College	2.98
	2.8
	3.0
	2.87
	2.96
	2.41
	3.33
	3.6
	3.05
	3.02
Newton Jr. College	2.48
	2.92
	2.08
	2.26
	2.78
North Adams State College.	2.9
Northeastern University.	3.2
	2.2
	1.5
	2.67
Northern Essex Community College	2.78
	3.31
	2.97
North Shore Community College.	3.13
	4.0
	2.7
	3.14
Plymouth State College	2.46
Qunicy Junior College.	2.15
	3.76
	3.11
	2.94
	2.05
	2.7
	2.96
	2.29
	2.3
	2.0
	2.7
	3.5
	2.4
Rhode Island Jr. College	2.63
	2.48

APPENDIX A continued

SCHOOL NAME	GRADE POINT AVERAGES
Roxbury Community College.	2.40
	3.33
	2.5
University of Lowell	2.81
University of Massachusetts/Boston	2.31
	2.31
Westfield State College.	2.96

APPENDIX B

SENDING SCHOOLS--TRANSFER STUDENTS
SEPTEMBER 1976

Student Number	Sending School	Entering G.P.A.	G.P.A. after one Semester at Suffolk
1	Bentley College	2.4	3.06
2	Boston College	2.1	3.12
3	Boston State College	3.1	4.0
4	"	2.0	2.37
5	"	2.8	2.8
6	"	2.75	2.87
7	Boston University	2.48	3.62
8	Bridgewater State College	2.7	2.75
9	Bunker Hill Community College	3.21	3.33
10	"	3.4	2.0
11	"	3.07	2.0
12	"	2.24	1.9
13	"	3.4	2.31
14	"	2.56	1.12
15	"	3.61	3.2
16	"	3.75	3.1
17	"	3.81	3.0
18	"	2.82	3.1
19	"	3.44	2.0
20	"	3.0	2.37

APPENDIX B (continued)

Student Number	Sending School	Entering G.P.A.	G.P.A. after one Semester at Suffolk
21	Bunker Hill Community College	3.15	3.5
22	"	3.66	3.13
23	"	3.0	2.7
24	Burdett Junior College	3.71	2.1
25	Dean Junior College	3.29	2.9
26	Duquesne University	2.26	3.4
27	Emerson College	2.36	1.10
28	"	2.8	2.6
29	Graham Junior College	3.6	3.1
30	"	3.8	2.9
31	Mass. Bay Community College	3.0	2.75
32	"	2.98	2.4
33	"	3.18	3.33
34	"	2.28	1.5
35	"	2.59	2.9
36	"	2.89	2.7
37	"	2.05	2.4
38	"	2.69	2.5
39	"	1.92	2.0
40	"	3.0	2.6
41	"	3.15	2.5
42	Massasoit Community College	2.4	2.8
43	"	3.45	2.7
44	"	3.9	3.25
45	"	3.05	2.5

APPENDIX B (continued)

Student Number	Sending School	Entering G.P.A.	G.P.A. after one Semester at Suffolk
46	Middlesex Community College	3.69	3.5
47	Newbury Junior College	2.98	1.9
48	"	2.8	2.07
49	"	3.0	2.31
50	"	2.87	2.16
51	"	2.96	2.63
52	"	2.41	1.9
53	"	3.33	2.2
54	"	3.6	1.33
55	"	3.02	2.8
56	Newton Junior College	2.48	2.7
57	"	2.08	1.5
58	"	2.26	2.63
59	"	2.78	3.4
60	North Adams State College	2.9	3.1
61	Northeastern University	3.2	2.7
62	"	2.2	2.8
63	"	1.5	2.9
64	"	2.67	2.63
65	Northern Essex Community Coll.	2.78	2.5
66	"	3.31	2.6
67	North Shore Community College	3.13	2.5
68	"	4.0	4.0
69	"	3.14	2.6
70	Plymouth State College	2.46	2.46

APPENDIX B (continued)

Student Number	Sending School	Entering G.P.A.	G.P.A. after one Semester at Suffolk
71	Quincy Junior College	2.15	1.5
72	"	3.76	2.8
73	"	3.11	1.38
74	"	2.94	3.0
75	"	2.7	2.8
76	"	2.96	2.3
77	"	2.29	2.1
78	"	2.3	2.3
79	"	2.0	1.2
80	"	2.7	2.15
81	"	3.5	4.0
82	"	2.4	2.1
83	Rhode Island Junior College	2.48	2.4
84	Roxbury Community College	2.4	1.38
85	"	3.33	2.3
86	"	2.5	3.0
87	University of Lowell	2.81	3.2
88	Univ. of Massachusetts-Amherst	1.77	3.5
89	Univ. of Massachusetts-Boston	2.31	3.4
90	"	2.31	2.43
91	Westfield State College	2.96	3.1

Note: Although Suffolk University accepted transfers from seventy-three different institutions, some forty-five institutions sent students to the College of Liberal Arts and are not included in the above list.